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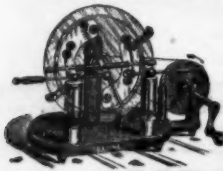
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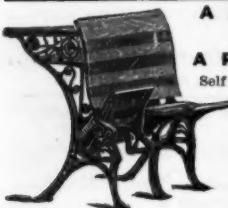
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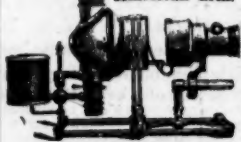
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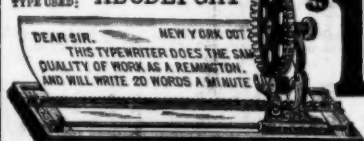
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The SCHOOL JOURNAL is sent regularly to its subscribers until a definite order to discontinue is received, and all arrears are paid in full.

DR. EDWARD BROOKS, formerly principal of Millersville state normal school, Pennsylvania, has been elected superintendent of the Philadelphia public schools. Dr. Brooks is well known to our readers, not only through his articles in THE JOURNAL, but by his books and public lectures before institutes. He is a wise and earnest man, and has the confidence of the teaching profession to a remarkable degree. With the co-operation of his board of education, his administration cannot fail of being a success. Philadelphia is to be congratulated in getting so able and experienced a man.

THE recent death of Rev. Dr. Howard Crosby removes from the world a most earnest educational worker. Although not connected in any way with popular education, yet through higher institutions he has exerted an influence that will remain as long as our country lasts. He was a typical teacher, resembling in many respects Thomas Arnold, of England, and Father Taylor, of

America. He could read Greek as well as English, and knew boys better than the most acute psychologists. Few public school teachers have known much about him, yet he has known a great deal about them, and in many ways advocated their cause. The life of such a man is an inspiration, and his death a calamity.

IT would be a good idea for the boards of education in our large cities to send each year a number of the most promising boys and girls to visit the National Museum at Washington. The object lessons they would get would be worth many times over the expense of the trip. There they would see Washington's buff waistcoat and breeches, the blue coat trimmed with buff and large brass buttons. They would see the dishes he used at Mount Vernon, the chair he sat in just before he died, his shaving case, Martha Washington's gauntlets, the curtains she made, the chair she used; Washington's tent, camp chest, and cooking utensils used in camp during the Revolutionary war. All of these and many more objects like them would bring vividly to the mind of young people the stirring scenes through which our country has passed.

There is nothing like realities to teach the young. Events look differently to us after we have visited the spots where they took place. Gettysburg looks one way in imagination, but altogether another after its ground has been gone over. Bunker Hill is one thing in a book, but another when seen. Of course it is not possible to take children on a tour around the world in order to study geography, but because the whole earth cannot be taken in, it is no reason why as much as possible should not be seen.

GRADING salaries according to success in teaching is usually a failure, and boards of education should thoroughly understand what they are doing before undertaking the experiment. Either a teacher is or is not qualified to teach. Of course not all have equal abilities; this cannot be expected; but all teachers must eat and be clothed, the best as well as the poorest. If it is found after sufficient time that any teacher is indifferent in teaching, and inferior in government, let him be dropped, and another put in his place; but if he is retained it would seem to be reasonable that he should have as good pay as others who have taught as long as he. Teaching ability cannot be improved by cutting down salaries. It should be either encouragement and improvement or dismissal.

EVIL has a cause. It may be comfortable to lay it upon our fathers and mothers, but this is not just, since they are dead, and so cannot speak for themselves. Here is a city fire-bug, who is said to have an hereditary trace of insanity, which now and then crops out in spite of himself; so it is claimed he is not responsible for his acts, but on closer investigation it is found that he has been suffering from a mixture of gin, grip, quinine, and cigarettes. This "unfortunate" is a sinner because he wants to be, and his punishment should be given to him on the basis of this estimate. What is true of this young man is also true of many pupils in our schools. Bad habits are bad things, and thousands of teachers in the school-room are vainly trying to overcome what ten thousand other teachers out of the school-room are successfully counteracting. It all depends upon knowing how.

THE court of appeals of New York has concluded that candidates for admission as attorneys and counsellors-at-law to practice in the courts of the state must know more than the common branches of an English education. It is decided that they must

pass an examination in English composition, first year Latin, arithmetic, geometry, English and United States history. This is little enough preparation for those who are entering upon the study of a learned profession. Heretofore young lawyers and doctors have not been required to know much more than the average school boy of fourteen. It is no wonder that there are more doctors and lawyers than can find employment. Raise the literary standard for admission to the bar, and a long step will be taken towards making our "learned" professions all that the word implies.

THE coming meeting of the conference of educational workers in Boston, next week, bids fair to be an important gathering, because subjects will be discussed that vitally affect the prosperity of our public schools. A thorough discussion of "Manual training as an inspiration to mental development," "The educational value of manual training in the public schools," and the "Kindergarten in relation to manual training," will do much towards clearing the educational atmosphere.

PARIS is trying the experiment of giving poor children a good lunch at noon, with good educational success. If it is difficult for a man to do good work on an empty stomach, how much more for a growing child, all the tissues of whose system are crying out for food. How is it possible to spur up a child to study whose breakfast has been either omitted, or of poor quality. Good blood is essential to good thought. Of course blood is not thought, but without it there can be no manifestation of thought. In Portsmouth, England, arrangements have been made by which not one of the 20,000 children in their schools can start lessons without a breakfast. This may be practicable in England, but it certainly is not in America. To attempt to feed all the hungry children in this country would cause a burden too heavy for the people to carry. The solution of the problem of giving good food, pure air, and suitable clothing to all our children is one that may well occupy the serious attention of our ablest philanthropists.

AFTER a while we shall be left without any science at all. Professor Royce has decided that there is no science of education, and the *Atlantic Monthly* has determined that "there is as yet no science of the mind." Next month somebody will try to prove that there is no science of mathematics, and the month after some professor will discover that there is no such a thing as science anywhere. Such is the trade of the iconoclast—pulling down, but not building up. But notwithstanding, there is a science of education, and there is a science of psychology, for what is science but orderly common sense. Three facts logically arranged make a science; a little one, it is true, but a science, nevertheless. We do know considerable about teaching, and we can classify what we know. We know a great deal about mental operations, and we have arranged our facts in consecutive order. What more do we need as a foundation? This is sound, because these facts have been accepted ever since Plato and Aristotle thought and wrote.

But, aside from all this, it does seem strange that eminent teachers like Professor Royce should belittle their profession by knocking the foundations from under their feet. It cannot be a pleasing occupation to those who have any self-respect. Rather should they throw themselves heart and soul into the work of constructing. Workers are needed; by them progress is guaranteed, but nothing but failure can come to those who cultivate the destructive habit. It may be tolerated in boys, but not in men, especially in teachers.

JAMES PYLE WICKERSHAM.

Our old educators, who have for many years stood for educational right, are passing away. The last one to leave us is Hon. James Pyle Wickersham, for many years state superintendent of public instruction in Pennsylvania. Mr. Wickersham was born in 1825 in Chester county, Pennsylvania, and was educated at Unionville college. He was not old enough to vote for Clay in 1844, but he supported the Kentucky statesman on the stump. In 1845 he became principal of the Marietta academy. He was an avowed Abolitionist, and he sheltered many fugitive slaves. Mr. Wickersham founded the Millersville normal school, and was its principal for ten years. When the war broke out Mr. Wickersham raised a company, offering to each man who enlisted a bonus out of his own pocket; and when Lee menaced the state he was active in raising a regiment. Mr. Wickersham was appointed state superintendent of public instruction by Governor Curtin, and was reappointed by Governors Geary and Hartranft. For several years he was editor of *The Pennsylvania School Journal*. Under the Arthur administration he was minister to Denmark. He was the author of "School Economy," and "Methods of Teaching," two books that have been widely read by teachers. In addition he did a vast amount of lecturing and writing, especially as author of the "History of Pennsylvania Schools," a book full of research and suggestion. The work of such a man remains not only on the records of the National and Pennsylvania State Associations, in both of which organizations he took an active part for many years, but in the hearts and memories of thousands of others. When the final educational record of this century is made up, Mr. Wickersham will hold an honored place with others who have exerted a commanding influence upon the educational world of this country.

In some respects Mr. Wickersham resembled Mr. Johnnot, and in others David P. Page, for he united aggressiveness with prudence, and drew his friends to him with wonderful force. It will be many years before his name will not be a familiar one to the teachers of this country, especially the teachers of the Keystone state.

UNIVERSITY EXTENSION.

University extension is becoming popular, and with wise and vigorous direction, may be the means of doing a vast amount of good. As is well known, one branch of this "movement" in the East is represented by the presidents of Yale, Columbia, and Princeton; another branch is to be under the direction of the New York Board of Regents. In 1889 this body recommended that a state system of correspondence study be arranged, and they called upon the legislature to make such appropriations as might be necessary for the prosecution of the work. A bill granting an appropriation of ten thousand dollars is pending in the legislature, and when it passes the Regents can commence vigorous work. The bill is entitled, "An act to promote wider extension to the people at large of opportunities for education," and authorizes the Regents "to provide for, promote more widely, extend, and bring within the reach of the people at large, adults as well as youths, opportunities for education." George William Curtis, the Chancellor of the board, says that "it completes in a true, popular sense the educational system of New York, and fulfils the hope and purpose of the founders of the university of the state, which was to develop for its people a comprehensive system of higher education. It deepens and strengthens the foundation of the state government on popular intelligence; and the work would be accomplished by no innovation of principle, because it has been always the policy of the state to aid higher education."

No one can doubt the truthfulness of these statements, neither can any one deny that this organized movement would be the means of doing a vast amount of good in any community where it is introduced.

In the Mississippi and Pacific states reading circles have been much more successful than East and South; yet there is not a section of the country where this extension movement cannot be the means of doing a great deal of good.

THE word "practical" has two distinct applications, one of which is—something that can be applied directly to some bread winning or money getting occupation; the other is—a training fitting one to solve the immediate problems of life. Both of these meanings are accepted because both are correct. Thinking is practical, so is doing, but can there be good thinking without doing? In other words, can we think of anything that is not practical? Let us see. An algebraic problem like this one: "Solve $4x^2 - 6x + 3 \sqrt{2x^2 - 3x + 7} = 30$ " doesn't seem to have in it any element of faith, hope, or love, but it has; yet unless it can be shown what "30" means, and what " $4x^2$ " signifies, there can be little use in puzzling one's brains over it. Opening a geometry we read, "The surface of a sphere is equal to its diameter multiplied by the circumference of a great circle," and we begin to think how such a problem can help in a preparation for complete living. It can, and then again it cannot, and then again it may become a hindrance. It all depends upon how it is taught. There is little good in abstract algebra, or geometry, or anything else, but if these subjects are made concrete their usefulness at once appears. There is such a thing as mental tread-mill gymnastics apart from all concrete application, that is of little use.

HONOR to living workers is far better than neglect or curses, and praises and monuments over their graves after they are buried. History is full of instances of maledictions to the living and praises for the dead. Everybody honors the memory of Horace Mann, but few know through what a Gethsemane he passed before he carried to a successful issue his reforms. At one time Morse, the inventor of the electric telegraph, was not able to have a decent suit of clothes, or buy a good dinner. Goodyear, the great rubber inventor, was put in a New Haven jail for debt. Samuel Butler, the author of "Hudibras," has a magnificent monument in Westminster Abbey, but he died in a garret. It was written of the author of "Paradise Lost," "An old school-master by the name of John Milton has written a tedious volume on the fall of man. If its length be no virtue, it has none." Charles Sumner was honored when dead, but condemned by the Massachusetts legislature when living. These are instances of human traits, found everywhere and in all time. We cannot complain, for what is human is only a part of ourselves.

It would be well for teachers everywhere to arrange educational exhibits of all sorts for the benefit of the public. Such displays may be made not only exceedingly attractive, but very instructive. For several weeks past the Brooklyn institute has been exhibiting a collection of geographical material, which has been visited by thousands, most of whom never saw such a collection before. It is to be removed to Boston, where additions will be made to it from the fine relief maps belonging to the museum of Harvard college. It is proposed in Boston to have lectures delivered by specialists in geography as a part of the exhibition. This will then be an object lesson, from which teachers and boards of education may learn many things.

TEACHERS have no business to be encumbered with pulling up of weeds, but rather with the preparation of the ground, planting seeds, and nourishing young plants. The conception of teaching that supposes that the first five years is spent in filling the minds of children with rubbish, and the next five years in getting it out, is about as low a one could be thought of.

By an accident a new book on literature of over 700 pages was opened a few days since, and on the first page seen was a list of questions of which the following are a few:

- "Who married a captain in the army?"
- "Who wrote stories for little children?"
- "What were the names of Scott's children?"
- "Whom did his daughters marry?"
- "Who was L. E. L.?"
- "Describe the character of Carlyle's wife."
- "What poet suffered from neuralgia."

These are without doubt very interesting to those who are interested in them, but it would be difficult to find out what historical value they have. The time for such "catch-word" way of teaching history has almost passed, and it will be good for the rising generation when it is shelved along side of the alphabet way of learning to read, i. e., reciting the answers in the catechism not possible to be understood by children, the marking system of per cents and mathematical averages, and the time-honored parsing, and box-plan of analyzing sentences. The book referred to contains many excellencies, but the questions quoted are serious blemishes. When any history teacher requires his pupils to "Name all the wives of the English sovereigns from Matilda of Flanders to Adelaide of Saxe-Meiningen," it is time to institute an inquiry as to his pedagogical sanity.

In Winnebago City, Minn., on Feb. 2, 1891, Miss Lent, a young teacher, died from the effects of an assault by the members of a family, one of whose children she had punished. From this it must be inferred that many parents appreciate but little, even in this part of the nineteenth century, the teacher's effort to correct wrong habits. The parents' desire to protect the child is the only one apparent, and this seems to call forth animal instinct only; it never occurs to them that a teacher's corrective measures have in view the welfare of their children. In another instance, occurring in the West, a teacher had punished an over-grown boy for some misdemeanor and the father declared that he would "teach that impudent school-master whose son he was flogging." Here the parental pride was roused. Now mark. A few days afterward, the same man in a fit of anger belabored the same son with the tug of a harness, from the effects of which he never recovered. The law rightly protects the teacher; in but few cases is the pupil punished but as a kind parent would do it. Let the day soon come when there shall be no corporal punishment; but there must be good order in the school-room at all hazards.

THE celebrated Mary Lyon used the following remarkable words, which were beautifully illustrated by her life. "There is nothing in the universe that I fear, but that I shall not know all my duty, or shall fail to do it." The true test of courage is, in all circumstances, to "DARE TO DO RIGHT!" Dare to do what your conscience will approve, and what will be esteemed right by good society.

THE *Madras Journal of Education* confesses that the educational system of India is a "servile imitation of the English system." This is bad for India. Servility is unworthy a civilized country.

THE spelling book is a power, but it may be for good or for evil. Knowledge may be bad for the boy, and then again it may be good. It all depends.

MR. WELLDON, of England, says that "specialization is the great educational discovery of the present day," but he doesn't tell us when it should begin.

THE educational world is just now sadly in need of sharp definitions of technical practical education and manual training, that will become generally accepted in educational writing and talking.

THE article on "Literature for Babies," on another page, by Mrs. Kellogg, of St. Paul, has in it more than the usual amount of common sense to the square inch.

THERE is no moral power or uplifting force in the multiplication table or the facts of arithmetic. Something else must be added.

FROM the Greek literature we get the following expression: "His walk and conversation." There is a most intimate connection between a person's walk and his character. Plato says that a good soul improves the body and that he is only a polished clown who takes no interest in gymnastics.

SCHOOLS are organized for the benefit of the scholars, not the teachers. They are not teachers' mutual admiration societies, but pupils' improvement societies.

LITERATURE FOR BABIES.

By MRS. EVA D. KELLOGG, St. Paul.

Will our wee primary folks thrive better on mental roast merts and desserts, or shall they keep on with the chewed-up bread and milk diet, upon which they have been fed so long? Shall everything continue to be over-softened for them or shall they jump into the heavier diet of their elders at a single bound, partaking only of less quantity, but retaining the same quality?

Herbert Spencer says, "Everything goes in rhythm;" so is it the inevitable vibration of the educational pendulum that has swung us over to the new "Literature Fad" of teaching our poets to the little ones? Must we go all the way from the old processes of "developing" that a cat had four legs to the subtleties of poetic mystery? Is there no happy medium in this, and shall we not, as conscientious teachers, seek to find the straight and narrow path, regardless of over-zeal on one side and sarcastic hits on the other? Can we not, in an introspective way put ourselves in the places of these children? *We can; We must; there is no other way to reach them.* and it is wonderful how a little practice in this will help us. If you have never done it, *begin now* and imagine yourself in some strange sphere, acquiring a new language. Get in the daily, hourly habit of putting yourself in the child's place and it is nothing less than marvelous how the tide of years will roll back and leave you a little child playing or wondering on the edge of the shore-sands.

Imagine this child with the language and literature of a world all unknown to him as he begins school. His vocabulary bears such a small proportion to the world of words he does not know that it is safe to speak of our language as unknown to him. If we see one tree only by the aid of all the other trees that we have known, so they must judge of one poem by the help of any other poems that they have known, and they have known nothing save a few home, jingling melodies. A teacher begins to tell them of some remarkable man who has lived, and gives them a little taste of what he has said, sung, or written, in gems and selections.

It is all nebulous and unreal to their imaginations that are too immature to cope with them, but the teacher talks brightly and shows them attractive pictures of the man and some of his surroundings, and they listen—or, rather *appear* to—and say the words after her, and "talk it back" to her next day, because they are expected to do it and that is what they are there for. Soon, another genius is brought forward, and the same process is gone through with again. A third and fourth follow in good time, till the particulars of the first have been effaced and they are all in a jumble, very much as older people would be to attribute "Biglow Papers" to Browning or "Evangeline" to Burns. *They are too young to worry or complain because they do not understand,* and the teacher wholly mistakes this natural silence for success in her plan and will talk of the appreciation and enjoyment of her children in this work.

Some loud spoken, precocious boy may memorize well and talk glibly and in a concert recitation will entirely eclipse the dozen or so of sensitive normal little children who sit there actually suffering through all this unknown recitation, as we might suffer in a class in Sanscrit where a few were drowning everything but our longing for an escape.

Can you not very easily see that little brother and sister over there who are silent with that far away dulness on their faces? Ned keeps putting his hand in his pocket and Mamie watches him shyly. There is a tiny green-tinted egg in there they found yesterday when they were looking for the ball that Ned always threw too far. They determined at once to ask teacher all about it—what bird had lost it. They had waited, too, to see if that queer-looking head would look out of the little hole again down by the fence as they came to school that morning till they were almost late and had to scamper; if they only could ask teacher how that fellow lived in there and what he looked like. Then they wanted to ask her if the little blind boy they played with last Saturday might come to school. O! but he was such a wonderful boy; he could tell all about the songs of the birds because he had to listen so hard without any eyes, and knew all about the shapes of things when he felt of them; and he was so lonesome all day, they meant to lead him to school to-morrow, but somehow they didn't feel like asking teacher about it when she was talking to them about so many strange men and asking them to say the things that they didn't understand at all. When they grew up they would have such a lot of books that told them "all about the birds and animals and things," but they didn't believe they would have any

books that had these verses in that teacher was talking about.

Imagination aside, will some teacher who has successfully taught Longfellow, for instance, to the little ones (I believe this is a favorite author for this work) tell us how she did it and what selections of his poems she used? It is easy to see how his face might attract and please, and that they might warm towards the man who loved children as they would doubtless be told, but, what next? If we ought to become an apostle to this new dispensation we wish to be one, but we must stipulate, that, as words are signs of ideas, no words without meaning for the child shall be used if we are to become a convert. J. P. Gordy says, "Words without ideas are an irredeemable currency," to which we add Amen!

A prominent educator talked an hour the other day to a club of intelligent mothers urging them to begin Shakespeare at once with all their children over eight years of age, and continue it, to establish a correct taste in literature. No matter what their pleadings might be for their natural reading, they would rise up some day and call them blessed, and cited his own case as an example. We would like to ask what is left for the child to read in Shakespeare, after all that it ought not to read, and all that it cannot understand has been expurgated? Let us try to discriminate between teaching children the gossip about an author and giving them the real individual flavor of his poetical work, when we claim to have really introduced a poet to our primary children.

COLOR AND COLOR TEACHING.—II.

By CAROLINE T. HAVEN.

In the scientific language of the present time, the terms primary, secondary, and tertiary are generally discarded as being misleading, and it would seem advisable to follow this scientific lead in the color teaching of the school-room. The arguments against this come most forcibly from those who are accustomed to teach the various combinations of red, yellow, and blue pigments.

But is a knowledge of these combinations essential to a correct understanding of color? It is a question of doubtful expediency among the best art teachers to allow the child to work in color, until he has considerable skill in drawing and some practice with the effects of light and shade, and certainly few of the lower grade schools attempt any such work. Here and there young children are encouraged to fill in the outline of a leaf or a flower with a color wash, or even to reproduce the object directly from nature, but in such cases the paint box is generally supplied with other necessary colors besides the so-called primary ones, so that a knowledge of pigment mixing is not required. In primary schools at least, colors may be taught without these arbitrary divisions, and if later in the course the need be felt, the children will then be able to understand something of the nature of light and of the impossibility of exactly expressing so palpable a substance by materials which are "of the earth earthy." Assuming, then, the equal importance of "the six simple colors," red, orange, yellow, green, blue, and violet, the first work with the young child must be to quicken his recognition of the different sensations these colors produce; that is, we must educate the color sense.

Ribbons, sticks, papers, anything having distinct colors, may be given the child to sort and arrange in piles, care being taken that at first the tints and shades are not too numerous. A pleasing variety of exercises may be given with these materials. Let the teacher hold up before the class one color after another, the children quickly showing a corresponding one from their pile, or let different colors about the room be selected for them to match, additional interest being awakened when Mary's dress or John's tie is sometimes chosen as the object.

In such exercises there is no direct teaching of color names tho' they may often be given correctly by many of the children, but following the quickening of the color sense, exercises may be introduced in which the name is always associated with the color. The most satisfactory color chart is that devised by Dr. Hugo Magnus, as German scientist, and adapted for use in this country by Dr. Joy Jeffries, of Boston. In this nine colors (crimson, gray, and brown, in addition to the six principal ones) are arranged across the middle of the chart, two tints of each being placed above and two shades below each standard. Separate cards of like colors are given the child who matches them to the corresponding color on the chart, the names being learned only after the sensation is fully recognized. Any teacher

can easily make such a chart by using the new educational colored papers of the Milton Bradley Co., and by introducing the various hues, more extended instruction may be given in the same general way.

The set of worsteds arranged by Dr. Holmgren, of Sweden, and used as a test for color blindness among railroad and marine employes may be utilized in a similar manner.

These exercises may seem almost too simple to many, but in the case of boys, at least, many mistakes will generally occur at first. The time to be spent on them will depend upon the general intelligence of the children as well as upon their home surroundings.

The increasing use of colored papers in the school by reason of the adaptation of kindergarten occupations to its needs, still further emphasizes this preliminary color work, especially if the papers present a color scale as the new lines aim to do. With these, the color sense may be still further educated by means of harmonious combinations. The six standards cannot be used together with good effect, even the combinations of red, yellow, and blue with their complementaries, proving too strong contrasts for the cultivated taste. Tints and shades of the same color afford pleasing combinations with each other and with the standard, and it seems wise that the children be confined to their use for some time or to standards and neutrals. After considerable practice with these, a love for softer effects will be developed and no desire be felt for the strong contrasts which the uneducated in color naturally select. Space does not permit further suggestions in regard to combinations nor allow a consideration of color-blindness, the extent of which in the community is hardly recognized. It is estimated that four per cent. of the male population are color-blind and probably as many more are color-ignorant. From a practical point of view then, as well as from the purely artistic side, is the education of the color sense a necessity, since upon it depend so many of our industries. To those who desire to further investigate this interesting subject, the following books are suggested:

"Lectures on Light," Tyndall; "Popular Scientific Lectures," Helmholtz; "Students' Text-book of Color," O. N. Rood; "The Theory of Color," Dr. Von Bezold; "The Laws of the Contrasts of Color," M. Chevreul; "Color in the School-room," Milton Bradley Co.; "Color Blindness," B. Joy Jeffries, M.D.

COMMON SENSE vs MORAL TRAINING.

By HENRY SABIN, State Supt., Iowa.

THE JOURNAL takes exception to what I said at Philadelphia: "If we would give the child the power to earn an honest living we must put him in possession of the multiplication table."

Facts do warrant me in saying just this. Many a child has turned out a thief, a vagrant, because the exigencies of life have forced him to be one. We may talk to him of duty, right, obligation, but when idleness, poverty, starvation confront him he will yield to temptation and forget precepts.

We must, as a part of his moral training, give him the protection which comes from the consciousness of being able to earn an honest living. The child who has a knowledge of the fundamental branches only, has an element of strength, morally, which he has not who comes up in utter ignorance. Again I said: "If we would enable him as a citizen to vote intelligently, we must teach him the principles of republican government." Do you doubt that assertion? We may instill patriotism, and dwell upon the deeds of our heroes, living or dead, but underneath it is the higher duty of teaching the child that the first duty of a good citizen is obedience to law; that the will of the majority legally expressed is the law of the land; that to cast his vote, when he reaches manhood, on that side of every question which he believes to be right will be a high moral duty, which he must not neglect. And again: "If we are to reform politics we must make the primer and the spelling-book a power behind the political throne." An ignorant populace armed with the ballot is the most dangerous foe that threatens our government to-day. The educational power that lies in the possession of knowledge even although it may be rudimentary knowledge; the power that there is in the primer and the spelling-book may not be easily overlooked in our endeavors to impart moral stamina to the next generation.

We deprive our moral training of its strength and vigor; we emasculate it, when we divorce it from the things of daily life. "Lead us not into temptation," points to the multiplication table and the spelling-book. "Deliver us from evil," points to the ten commandments and the Sermon on the Mount. Each has its place in teaching morals.

THE SCHOOL ROOM.

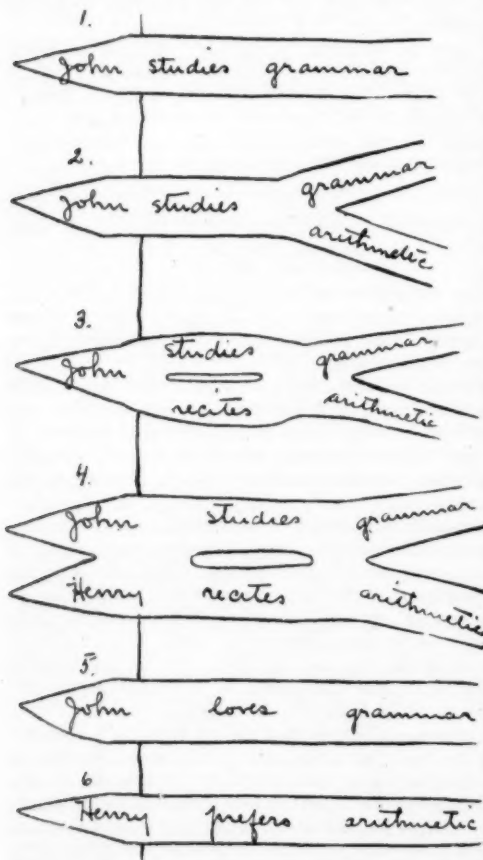
APR. 4.—LANGUAGE AND THINGS.
APR. 11.—EARTH AND NUMBERS.
APR. 18.—SELF AND PEOPLE.
APR. 25.—DOING AND ETHICS.

CLASSIFICATION OF SENTENCES.

Language is an expression of thought; as men think, so they speak. But men think in accordance with general laws. They think to-day as the first man thought; they think more extensively, more broadly, and of more things, but in accordance with the same general plan. The element that lies at the basis of all thinking is a joining process. "The rose is red" is a thought—it joins the concept "rose" and the concept "red." Such a junction of words is termed a sentence. A sentence is an assemblage of words that expresses a thought.

From this, as a starting point, sentences will be seen to vary in form as the thought in the mind varies. One thought may be limited by another thought. "This rose is red like Julia's." The limit here is by a person, but it may be by a place, or by a period of time. "The rose is red like those in Turkey;" "The rose is red as it was yesterday." From this example it will be seen that as a man thinketh, so he forms his sentences.

In attempting to classify sentences the same method must be pursued as in classifying plants or animals, putting together those that express thought substantially in the same manner. If a large number of sentences are examined it will be found that the thought process is carried forward in sentence-making—that is, that the joining process is continued. As the simple form of a sentence is made by joining two things, for example, "The rose is red," so the higher forms are made by a further employment of the joining process.



1. *Simple Sentences.*—This term is used to designate a class of sentences where the thought is unified in a compact manner. It is not a good term, but it is extensively used. To call such sentences as "The rose is red" unified sentences would describe them better.

2. *Compound Sentences.*—These are sentences that are formed by joining two thoughts, not in a compact and solid manner, but in a loose and general way; the relation is expressed for illustration. "The rose is red and all admire its fragrance" has two thoughts that are here pressed together, compounded together. The term "compound" is perhaps as good as can be found. Some minds think compactly; they unify their thoughts; they use simple sentences. Other minds are discursive; they

compound their thoughts, often very loosely; such employ compound sentences.

3. *Complex Sentences.*—Both of the preceding classes of sentences may be limited by sentences; that is, in the joining or thinking process a thought may be used as an element. A mason who, in building, instead of placing brick on brick should first join two bricks and then put that compound in the wall, would imitate the method of the man who thinks in complex sentences. "She said, 'The rose is red.'" The distinction between the "unified" and the "compound" sentence has never been made very clear; in fact, there is quite a difference of opinion on the matter of classification. In the diagrams given there are four sentences that have a strong unity, and one sentence where little unity exists. These are types of the great forms that are found in all languages and all literature.

In No. 1 there is one thought. In No. 2 there is a single root thought; it is that "John studies." In No. 3 there are two thoughts but they are solidly unified. In No. 4 there is a strong unity also. Hence these are classed from the thought stand-point as unified or simple sentences. As noted above, some grammarians differ from these conclusions. In No. 5 there are two sentences not closely unified; they are connected for logical purposes; it is thought that connects them, but the relation is remote; they do not grow together.

In the diagram the attempt is made to show by the true form the related or unrelated character of sentences.

CLASS STUDY OF A LITERARY SELECTION.

By J. U. BARNARD, State Normal School, Cape Girardeau, Mo.

In the class study of literature the largest amount of profit arises from using a complete selection of an author. The plan has a number of advantages, among which I call attention to the following:

1. The different parts of a discourse may be thus illustrated. The kind and method of the introduction and the conclusion, and the skill or lack of it with which the transitions are made from one part to another may be studied with great profit. This gives in concrete form, an excellent supplement to rhetoric and practical language study.

2. The style of an author may be studied with greater exactness and success. The propriety and accuracy of the words used, and the neatness and correctness of the constructions can be more thoroughly tested. Peculiar excellencies will stand out more prominently.

3. The spirit and method of an author may be studied to greater advantage. By continuous association with the pure and good the mind receives benefit, and is influenced to form higher ideals. Does he lead up to his main points in a logical, natural, and easy, yet convincing and entertaining, manner?

4. It gives opportunity for arousing interest and thus for a fuller understanding and appreciation of the products of an author.

A selection should be studied until it is thoroughly understood. To this end attention is directed to the following:

1. Definition of terms, including the special meanings attaching to the words used in the selection under consideration.

2. Explanation of historical and mythological references. This is no small task since our literature is so full of the figurative, which cannot be understood without reference to works on mythology.

3. Criticism of passages which violate the laws of language, or the laws of thought, or the principles of style and beauty.

4. Criticism of striking and beautiful passages. Much that is valuable may be gathered here. The pupil's style may be formed largely from what he reads.

5. Attention to the figures of speech. Their force and appropriateness receive careful consideration.

6. The best passages may be committed to memory. In this way the minds of the children may be stored with much that is beautiful in thought and forcible in language.

7. Either the pupils may read aloud the passage and explain it, or the teacher may test by questioning, or both methods may be combined.

Among the means which may be used in the study and the conditions which stimulate to interest may be mentioned:

1. A warm, enthusiastic interest on the part of the teacher. Interest begets interest; coldness on the part

of the teacher must produce indifference on the part of the pupils.

2. Good books for reference, such as biographical dictionaries, cyclopedias of literature, works on mythology, and classical dictionaries and maps.

3. Access to a few of the literary and critical magazines and papers. Much of value may be found in the publications of the day; critical and helpful articles on authors and their works, and valuable analyses of the best books.

4. Many publishers are doing a valuable service in preparing the classics of the language for use in the schools. A few cents will buy the best works carefully edited and annotated.

The earnest, progressive teacher may inculcate a love for the good and beautiful in literature that in after years will be a source of power, and culture, and inspiration.

HOW I INTEREST THE LITTLE ONES.

By E. H. ATWOOD.

first	fast	fence
they	Dolly	over
threw	after	then
could	long	stay
us	crept	cried

"Come, Susie," said Joe, "let us go down in the lot to play."

"May I take Dolly with me?" said Susie.

"Yes, you may take Dolly, and I will take old Fido. Let us run and see which will get there first."

"Come, Fido, come! You may try too."

So they all ran on as fast as they could.

When they got near the lot, Susie threw Dolly over the fence and cried, "There! Dolly got there first." Then Fido jumped over, and Joe jumped over after him.

Little Susie crept under the fence, the last one of all. Did they stay in the lot and play? O, yes, a long time. For the first lesson I take the words, *first, they, threw, could, us, fast, Dolly, after, long, and crept.*

Talking to the children, telling them about Susie, Joe and Fido, using, of course, the words I wish them to learn, I sketch rapidly on the board No. 1.



Then I ask one or two questions, as, "What are Susie, Joe, and Fido doing?" "They are running." Writing *they*, the next question is, "Where is Susie?" Perhaps they will answer, "Ahead." If so, I say, "What word can I use instead of *ahead*?" They see now what word I wish, and reply, "She is *first*." *First* is written, and the answer to the next question, "Where is Joe?" is given with ease. No. 1 now contains three ideas for the little folks: (1) Susie is *first*. (2) Joe is *last*. (3) *They* are running. They know what first and last mean, and how to use the word *they*.

Still continuing my talk I sketch No. 2.

One question here is enough. "What did Susie do?" "She *threw* Dolly over the fence." Disposing of *threw*, I proceed to No. 3, which may be left out if desirable, as the word was brought out by No. 1.

"Now, children, Joe is going to school; please tell me where he is going without using Joe's name." "He is going," etc. "Now tell me where Susie is going." "She is going to school."

"Tell me where both are going." "They are going to school." *They* is quickly written, when with more "story" and "work" No. 4 appears on the board.



"In the picture here you see (pointing) Joe's father what is he doing?" "Jumping over the fence." "What did his father ask him?" "If he could jump

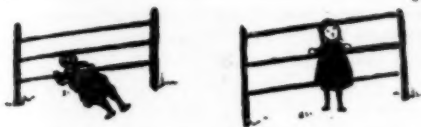
over the fence." Writing could, No. 5 is next in order. "What has Joe's father in his hand?" "He has two apples." "He is asking to whom he shall give them; what do both say?" "Please give them to us." Writing us I proceed outlining No. 6, a locomotive to convey the idea of fast. No. 7, a doll to convey the idea of Dolly. After is brought

to their minds by No. 8, Joe running followed by Fido. The word long I represent by a line, thus ———. Now for the last word we have.

(a) "What is Susie doing?" "She is creeping through the fence."

(b) "What has Susie done?" "She has crept through the fence."

This is one day's class work. It is not theory alone, for I have tried it. The representations please the children, and convey the thought, and convey correctly, too.



The question may be asked, "Will not fewer representations suffice?" Yes, whole phrases, and even whole sentences may be conveyed. For instance:

So they all ran on as fast as they could, may be written under No. 1.

Little Susie crept under the fence the last one of all, under No. 6.

But I favor a representation for each word, (a) because the child has less to think of, (b) he has more of a variety, (c) it gives more "busy" work, (d) it leads the child to hunt up each word in the different sentences.

I do not ask them to read until all the words in the lesson have thus been learned. But the reading is no hard matter as soon as the child knows a word, instantly, when he sees it, and understands its meaning.

When I had about completed half of this lesson, one of my little boys said to me, "I can read that," pointing to the reading on the first page of the lesson. He seemed anxious to read, so I let him try, and he read it. It was interesting for me to know not only that he could read, but that he "ached" to read. I tried to interest one little boy in my class (by the old method of giving him a word to learn), so after I had begun the "object lesson" method, I called him up to my desk, and drew ten of my rude pictures on his slate, bidding him go back, take his book, and put the right words under each. The little fellow went to work as if he really enjoyed it, and the right words appeared in the right place. By taking cardboard and cutting it into squares, and working a quarter of an hour each evening, you will soon have plenty of "busy" work to give the little ones.

Don't be afraid of the work; it will repay you many fold, and make thoughtful scholars.

Any teacher who will try has, did he but know it, a wonderful attractive power, when he holds a piece of chalk, and stands before the little ones.

O, fellow teachers! it does seem cruel to follow the old method when the child, yes, every child, is interested in something, and surrounded by objects of interest everywhere but in the school-room.

The shepherd has to take but one of the flock, and all the others follow. So but take one of the child's treasures (his objects in which he is interested), and he will follow.

That dear little girl hugs to her breast what to us may seem to be but a dirty, homely, repulsive-looking rag doll. Not so to her. That is her treasure. Talk to her about it, and see her eyes sparkle, and her face beam with radiant joy. And she will talk, will tell you dolly's name, age, good qualities, and many other things which her love for dolly only could suggest.

This is the main reason why I teach my Primer and First reader scholars in this way.

POSITION OF LINES.

Hold your pointers in a vertical position. Hold them by one end and point to the floor. Hold them by one end and point to the ceiling. Can you change the position in any other way and still have it vertical? Stand in a row and hold the pointers as I do. What do they look like?

"A picket fence, a row of trees, a line of soldiers."

I think they look most like a line of soldiers on parade; trees bend in the wind and picket fences sometimes lean over when they get old and rickety, but soldiers have to stand upright. Stand like soldiers. Now hold your pointers like this. What position is it?

"Horizontal."

When I hold it pointing from back to front in what position is it?

"Horizontal."



II

When I hold it pointing from the front right hand corner of the room to the back left hand corner? Pointing from north-east to south-west; from south-east to north-west?

I will hold one end of the pointer and Mary may take the other and walk around me in a circle. I will keep turning so as to face her. In what position was the pointer all the time?

"Horizontal."

In how many directions did it point?

"Every way."

Oh, no! not every way. It did not point up and down nor some other ways that I can tell you of, but while one end was still, the other end moved all the way round—what kind of a figure?

"A circle."

Then one end was still and the other end moving, yet something about them was just alike. Who knows what it was?

"One was just as far from the floor as the other."

Then one was just as high as the other. If I hold one end of the pointer a little higher than the other in what position is it?

"Slanting."

What is the other word for the slanting position?

"Oblique."

If I hold the end higher? Still higher?

"It is still oblique."

Hold your pointers obliquely, pointing to the right, pointing to the left, pointing back, front.

Hold the lower end still and move the upper end around a circle. In what position was the pointer all the time?

What solid figure have you described by moving the pointer in that way?

"A cone upside down."

Hold the upper end and move the lower around a circle. What figure have you made?

"A cone."

What is the top of the cone called?

"Its vertex."

Have you ever seen anything shaped like two cones with vertices pointed. What was it?

"An hour-glass."

You said that the pointer was horizontal when one of its ends was just as high as the other. Now I will take this half-hoop. What shape is it?

"A half ring."

I hold with one end just as high as the other.

Is it horizontal? Why not?

"The ends are the same distance from the floor, but the rest of it is not."

Ah, then it must be every bit just the same height. I will hold it out in front of me. Is it horizontal?

"Yes."

Can I hold the pointer in any way so that its ends will be the same height and yet it will not be horizontal? Why not?

"Because it is straight."

If the pointer is straight what can you say about the half-ring?

"It is curved."

Move your hands in horizontal curves.

Lay this string upon the desk in a curved line. In a crooked line. What else can you say about the curved and crooked lines?

"They are horizontal lines."

(This exercise may be extended to planes of circles, horizontal, vertical, etc.)

What position of the pointer can you change, the least—vertical, horizontal, or oblique?

What one can you change the most?



I



III

A PRIMARY READING LESSON.

(Report of a reading lesson given to a class of 40 first year children at Primary School No. 32 Brooklyn.)

The lesson was outlined by the teacher as follows: Object—to teach the words *store*, *buy*, and *good*. Plan—(a) introduction of the idea; (b) development; (c) drill; a and b introduce the idea "store." Present a sentence containing the word, and make the sentence a part of a little story. Proceed in like manner with the other words, containing the story.

(c) Quick word-calling, exercising upon the three new words.

The teacher told the children that a little boy who was late in the morning said he had to go to the *store*, writing the word on the blackboard. "He ought to have gone earlier to the—," pointing, "store," said the children. The teacher then told of a little boy and a girl, named Mary and Ned, who had to stay in the house one day, because it was raining. Mary said: "Come and play store, will you?" (Putting the sentence on the board in Roman letters.) Ned said, "Yes, Mary, by and by." When Ned was ready to play, Mary said: "Here are some good, red apples." (A little talk was given here upon things or people that we call "good.") "Will you buy one Ned?" was developed in like manner. Ned was not hungry, so he did not want an apple, but he said, "I will buy a nut for my squirrel. Have you nuts in your store?" "Oh, yes," said Mary and then she said: "Here are seven." The sentences were then fully reviewed, natural emphasis being developed by calling attention to what Mary wanted Ned to buy, how many nuts she said she had, etc. A rapid drill on words followed until the children seemed to be thoroughly familiarized with their new acquaintances.

In another class doing second half-year primary work, reading at sight, was going on. The words had been all taught previously in other connections but the reading matter was new to the pupils. There was no picture. To awaken and sustain interest, the teacher wove sentences of the lesson into a running conversation, in which the pupils' part was all, or chiefly, reading. Emphasis received attention as in the other class and an agreeable feature was the pleasant, natural tone in which the children spoke and the absence of straining or droning.

A GROWING BOOKCASE.

By JOHN HOWARD.

When I began teaching, all my books were held by a box two feet long and ten inches high. That same little box is a part of my bookcase to-day—a very small part, however, for it is but one among some twenty others, many of which are much larger. The following plan is a good one: Have a carpenter make a box of hard wood, say oak or ash. No particular size is necessary, but it should be made to fit a set of books. My first box held a variety of school books. Since then I have had them made to fit sets—like Dickens, George Eliot, Irving, Ruskin, Cooper, Scott, etc. Then there are other compartments in which I lodge the various works on chemistry; some twenty volumes of philosophy with room for several more, are by themselves; physics, mathematics, geology, botany, astronomy, grammar, etc., all occupy separate boxes. The books that are large, like Dante's "Inferno," Milton's "Paradise Lost," by Doré, geographical atlases, etc., are not in compartments; they find a resting place between boxes which are arranged with such an object in view. A number of such spaces may be provided at different places. For a foundation have four or six substantial feet turned. If the case as a whole will be long, six will be necessary. Have them screwed to a board, so that the whole will form a base resting about six inches from the floor. Upon this base arrange the boxes to suit your own fancy; as your library grows, and new boxes are added, the pallid bust of Bill Nye may be removed to make room for more books. One or two curtains may be hung to keep out the dust—two, opening from the center, being the most convenient. In my own case, I have lids made for each box so that when I move (and what teacher does not) I simply screw on the lid—put my address on, and they are ready for shipment. If the boxes get marred, one has simply to varnish the ends and edges. Do I paint them? No. Simply stain them a dark antique oak. They look much better, and if they are of ash they will bear much knocking around without soiling. Much may be said in favor of such a bookcase.

1. It can be made to accommodate a library of any size.

2. It will fit any kind of a nook or corner, or permit of separation to fit several places.

8. It is more in keeping with a teacher's income and as ornamental as an elaborate rosewood or mahogany case would be.

4. It is much less liable to be injured in moving; can be handled more readily; does not require boxing; saves



boxing and packing for the books; renders the handling of the books convenient owing to small size; and a dozen other things that all teachers will understand without mentioning here.

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

MEMORIAL DAY EXERCISE.

[Have the school-room decorated with flags, flowers, etc. Have large pasteboard letters covered with evergreen to spell Memorial Day. Let these be fastened on the wall to form a semicircle, and drape two flags above it. If possible, have pictures of Grant, Lincoln, Sherman, Sheridan, and others. The pupils who take part should wear a tiny flag.]

SINGING: "The Red, White, and Blue."

ADDRESS: "Why We Keep this Day." This should be a brief history of the origin of Memorial day.

OUR NATION'S LEADERS.

1st Pupil:

A brief outline of the life of Lincoln.

2nd Pupil:

Extracts from Lincoln's Gettysburg address.

3rd Pupil:

READING: "The Soldier's Reprieve."

—MRS. R. D. C. ROBBINS.

4th Pupil:

RECITATION: "Death of Lincoln."

—BRYANT.

5th Pupil:

An outline of the life of General Grant.

6th Pupil:

Some anecdotes and sayings of Grant.

SINGING: "Battle Hymn of the Republic." (Tune: "John Brown's Body.")

OUR SOLDIERS—BOTH BLUE AND GRAY.

7th Pupil:

ORATION: "Our Dead Heroes."

8th Pupil:

There is an old epitaph in an English churchyard which quaintly says that "He who saves, loses; he who spends, saves; and he who gives away, takes it with him." These men gave away their lives, and took with them immortal glory and the gratitude of endless generations. They may repose in unknown graves south of the Potomac, or sleep beneath the sea, and yet theirs is a deathless grave. Poetry and eloquence will embalm their memories, and keep ever bright the recollection of their heroic deeds." —CHAUNCEY M. DEFEW.

9th Pupil:

But ah! the graves which no man names or knows; Uncounted graves, which never can be found; Graves of the precious "missing" where no sound Of tender weeping will be heard, where goes No loving step of kindred. Oh, how flows

And yearns our thought to them! More holy ground Of graves than this, we say, is that whose bound Is secret till Eternity disclose its sign.

But nature knows no wilderness; There are no "missing" in her numbered ways. In her great heart is no forgetfulness. Each grave she keeps she will adorn, caress— We cannot lay such wreaths as summer lays, And all her days are Decoration Days.

—HELEN HUNT JACKSON.

10th Pupil:

Those heroes are dead. They sleep under the solemn pines, the sad hemlocks, the tearful willows, and the embracing vines. They sleep beneath the shadows of the clouds, careless alike of the sunshine or of storms, each in his windowless place of rest. Earth may run red with other wars—they are at peace. In the midst of battle, in the war of the conflict, they found the serenity of death. I have one sentiment for the soldiers, living or dead—*Cheers for the living, tears for the dead.*

—ROBERT G. INGERSOLL.

11th Pupil:

I invoke all within hearing of my voice, to heed well the lessons of this "Decoration Day;" to weave, each year, a fresh garland for the grave of some beloved comrade or favorite hero, and to rebuke any and all who talk of civil war, save as the "last dread tribunal of kings and peoples." —WM. TECUMSEH SHERMAN.

12th Pupil:

So let our heroes rest Upon your sunny breast: Keep them, O South, our tender hearts and true, Keep them, O South, and learn to hold them dear From year to year! Never forget, Dying for us, they died for you. This hallowed dust should knit us closer yet.

—T. B. ALDRICH.

13th Pupil:

RECITATION: "Union of Blue and Gray."

—PAUL H. HAYNE.

SINGING: (Tune: "America.")

Sound, bugles! sound again! Rouse them to life again, Awake them all! Here, where the Blue and Gray Struggled in fierce array, Wake them in peace to-day: God bless them all!

Sound, bugles! sound again! Bid all unite again,— Like brothers, all;— Here, clasping hands, to-day, With love for Blue and Gray, Dead is all hate to-day: God bless them all!

Sound, bugles! sound again! Gladly, oh, sound again And welcome all;— No matter how they fought, God us the lesson taught, He guided what they wrought: God bless them all!

—WELLESLEY BRADSHAW.

OUR COUNTRY'S FLAG.

(A pupil carrying a large flag should recite the following selection, pointing out the stars, stripes, and different colors at the proper places.)

There is the national flag! He must be cold, indeed, who can look upon its folds rippling in the breeze without pride of country. . . . It is a piece of bunting lifted in the air, but it speaks sublimely, and every part has a voice. Its stripes of alternate red and white proclaim the original union of thirteen states to maintain the Declaration of Independence. Its stars, white on a field of blue, proclaim that union of states constituting our national constellation, which receives a new star with every new state. The two together signify union, past and present. The very colors have a language which was officially recognized by our fathers. White is for purity; red for valor; blue for justice; and all together, bunting, stripes, stars, and colors, blazing in the sky, make the flag of our country to be cherished by all our hearts, to be upheld by all our hands.

—CHARLES SUMNER.

CONCERT RECITATION.

(To be recited by the whole school, standing.)

Flag of the free hearts' hope and home

By angel hands to valor given; Thy stars have lit the welkin dome, And all thy hues were born in heaven. Forever float that standard sheet? Where breathes the foe but falls before us, With freedom's soil beneath our feet, And freedom's banner streaming o'er us?

—JOSEPH RODMAN DRAKE.

SINGING: "The Star Spangled Banner."

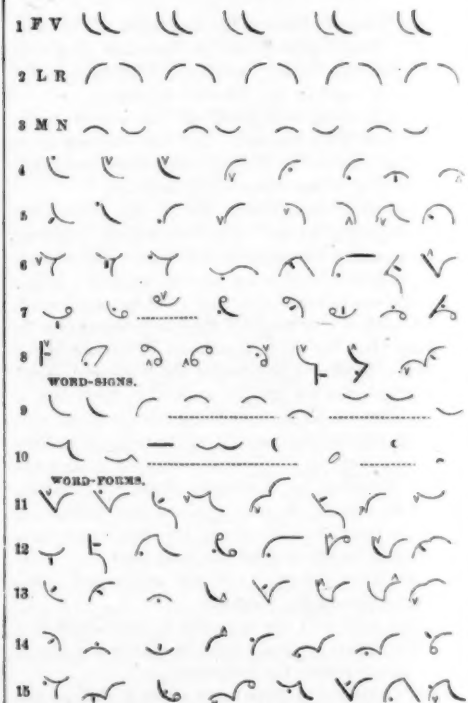
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LESSONS IN SHORT-HAND.—IV.

KEY TO PLATE 4.

- 4 Fee fie vie lie lay lee mow (verb) mow (noun).
 - 5 Oaf eve eel isle ire our life lower.
 - 6 Nile knoll kneel name lope league chore boil.
 - 7 Nose face sign save sore sown aims James.
 - 8 Dio leech sours soils arise Fido voyage Milo.
 - 9 Word-Signs—For have will me my him in any no.
 - 10 Never now give anything that first we you.
- Translate Ls. 11 to 15. The words in Ls. 11 and 12 occur also in the exercise below:—
- After n, ek, and in some other cases, l is written downwards. See L. 6. It is then called *el*; and when struck upwards, *lay*. The signs for *l*, *oi*, and *ou*, should be made as small, light, and sharp angled as possible. When two vowels are written by one stem, one is placed nearer, according to the order in which they occur.

Plate 4.



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The circle *o* is always written on the inside of curves. At first, curves are difficult to write. As to degree of curvature, they should be nearly one-fourth of a circle. Be careful to bend them evenly throughout. In this and all remaining lessons, spend at least two hours in copying and re-copying the Plate. Then write the words as they are read to you from the Key, compare with the Plate, and repeat until no errors are found. Also write and re-write the exercise a number of times. Occasionally transcribe your short-hand, and compare the translation with the original print. At first write slowly and with great care; afterwards increase your speed gradually.

First—Practice of Plate 4 until you can copy it in two minutes.

Second—Spend twenty minutes writing the word-signs in Lessons III. and IV. as they are read to you miscellaneously.

Third—Write in short-hand the following Exercise: Knee nay nigh know oil safe save file feel vale vile fame foam Lyle loaf loam Maine lief leave moll knife leak bore door fore pore pale pile peel bale bile fails toils vice.

IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by F. L. Kellogg & Co.; price, 30 cents.

NEWS SUMMARY.

- MARCH 25.—The grip epidemic in Pittsburg and Chicago.
 MARCH 26.—The French cabinet decide not to exile Prince Louis Napoleon.
 MARCH 27.—The New York Central railroad seeking a route to the Adirondacks.—Denver making extensive preparations for the Trans-Mississippi Commercial Congress, which will convene in that city May 18.—Belgium asks England's protection in case of an European war.
 MARCH 29.—The United States warship *Galena* floated off Gay Head.—Parnell men savagely attack their opponents near Sligo.
 MARCH 30.—Many strikes in prospect in Philadelphia.

BISMARCK AND HIS ENEMIES.

Although Prince Bismarck has retired from the premiership he remains a thorn in the side of the young emperor and some of his ministers. He has just had a charge made against Dr. Von Boetticher, vice-president of the ministry, of misappropriating money, that will probably cause that person to lose his place. Prince Bismarck is also causing Emperor William some uneasiness. While "Unser Fritz," the Emperor's father was lying ill at San Remo, and while William was making a bid for the regency to counteract the control exercised by the English princess, his mother, these letters were written to Bismarck. The latter who was then William's friend is now his enemy; he refuses to give the letters up. Bismarck's price for them is said to be his return to the premiership. The emperor was willing to restore Count Herbert Bismarck to office and give Bismarck's son-in-law, Count Ratzen, the post of ambassador at St. Petersburg. But the ex-chancellor replied that nothing short of Caprivi's political head would satisfy him. The letters have for several weeks been in safe keeping in England.

WILL EUROPE HAVE A WAR?

Certain political prophets are speculating on the possibility of a war in Europe. They say that there seems to be a secret alliance between Germany, Italy, and Austria against France and Russia. It is known that there is a disagreement between the emperors of Russia and Germany. The French have not been slow to see this, and the Germans seeing danger ahead have sought for allies which they have naturally found in Italy and Austria. The questions that separated Austria and Prussia have long been settled. Moreover in the extension of her power eastward, Austria has come in contact with Russia in a way that makes it quite possible for war to result in the near future. The commercial interests of these nations favor the continuance of peace, but certain situations might arise that would unbalance any business considerations. The greatest danger lies in the fact that France is burning for revenge for the results of the Franco-German war over twenty years ago.

TRUSTS AND THE PEOPLE.

The continued encroachment of trusts on the rights of the people forces the question of how to deal with them to the front. A trust may be defined as a combination of capitalists for the purpose of shutting off competition and forcing up prices. The different laws existing in the several states make the problem of dealing with them a difficult one. For instance, certain states condemned the Sugar, Cottonseed Oil, and Cordage trusts, and they went to New Jersey and obtained charters. They expect by the great power they possess in their money to be able to hold their ground. These organizations illustrate one of the dangers coming from the concentration of wealth in this country in the hands of a few persons. Money is used to debase legislatures and defraud the people. When the latter get thoroughly woke up, which will be very soon, there will be a change.

DR. CROSBY'S DEATH.—The death of Dr. Howard Crosby, one of the most noted of New York clergymen, took place in that city March 29. It was through his efforts that the Society for the Prevention of Crime was established, and he was also one of the principal advocates of high license. In 1861 he declined President Lincoln's offer of the position of minister to Greece.

PAPER BOATS FOR THE NAVY.—The United States is about to adopt paper boats for the navy, a whale boat gig of that material having been procured. This boat effects a saving in weight of about 50 per cent. over the ordinary wooden boat of the same pattern, and it is claimed to be equal to the heavier wooden boat in every respect. It can be sunk for a long time without becoming water soaked. Name some of the uses of paper.

BALLOT REFORM IN MAINE.—The Australian law for

secret voting was adopted in Maine after a very severe contest in which the reform was opposed by some of the most influential politicians in the state, several of them of national reputation. What abuse is the Australian law intended to correct?

AN INTER-AMERICAN COIN.—A conference met in Washington for the purpose of deciding upon a coin for use in all the countries of North and South America. It is to be of the same value in all the countries. No decision was reached. Why cannot one use American money when in a foreign country?

GRIP MICROBES.—A Chicago man, Dr. Gentry, claims to have discovered the microbe that causes grip. He procured a quantity of mucus from the nose of a patient and examined it under the microscope.

A DRY-DOCK ON PUGET SOUND.—The new dry-dock of the Northwest will probably be placed at Port Orchard on the sound. The whole available coast of Oregon and Washington was examined by commissioners composed of army and navy officers and civilians, and this point was selected. With the Port Royal and Puget sound dry-docks settled, the only one left to be located is that on the gulf of Mexico, Algiers, opposite New Orleans, has been named, but it is not certain that that site will be chosen. For what is a dry-dock used?

CHILI'S CIVIL WAR.—President Balmaceda has forbidden foreign steamers, chiefly British and German, to touch at ports on the coast between Chanaral and Arica. The export of nitrate from Tarapaca in March amounted to 1,500,000 francs in value. This will probably be double that in April. Nitrate is the chief source of the parliamentarians' money.

THE NEW IMMIGRATION LAW.—This law creates a superintendent of immigration, and the inspection of immigrants, is taken from state control and put under the care of the new bureau. Idiots, insane persons, paupers, and persons likely to become such, persons suffering from dangerous contagious diseases, criminals, polygamists, and persons whose passage is paid by others except their friends and relatives, are to be excluded. The law is merely an amendment of the old one, and is thought to be of little value. Making foreigners prove their fitness to become Americans while yet on their native soil, and taxing each newcomer \$100 in addition, would have been more satisfactory to most people. Give some of the evils of unrestricted immigration.

A FLAG WITH A SINGLE STAR.—At the late National Council of Women in Washington, D. C., the right of suffrage of the sex in Wyoming was celebrated by unfurling an American flag having a single star. The ladies said that they were willing to add the other forty-three stars to their flag on the same terms as those accorded to Wyoming.

MANUFACTURING ICE.—An ice manufacturing company, with a large capital, has been started in New York. In 1890, owing to the open winter, there was very little ice harvested in the vicinity of the metropolis, and hence the price went up. This company would render another ice famine impossible. What are some of the uses of ice?

THE NAMING OF WARSHIPS.—The navy officers are discussing the naming of the new ships that are being added to our list of men-of-war. Such names as Cumberland, Boston, Trenton, Yorktown, Philadelphia, etc., might be chosen, but it is suggested, as an objection, that several of these ships had unhappy histories. Great Britain names her ships after captured vessels. If the United States should adopt that plan we would have such good old names as Guerriere, Java, Cyane, Levante, and Queen Charlotte—names that carry with them a record of the splendid heroism of Bainbridge, Jones, Decatur, Perry, and McDonough. Relate incidents about the vessels mentioned.

ONE OF NATHAN HALE'S LETTERS SOLD.—The extraordinary value which old manuscripts sometimes acquire was lately illustrated at a sale in Boston. A letter of Captain Nathan Hale, the American martyr of the Revolution brought \$1,235. It was sent to the "Union school," Feb. 23, 1775, was in regard to a meeting to accept an act of incorporation, and was probably written while Hale was teaching at New London. A letter of Major John Andre sold for \$700. An original deed on vellum of Sir Walter Raleigh brought \$300. Relate incidents of Hale, Andre, and Raleigh.

I AM a primary teacher, trying to do my work well. To this end THE JOURNAL is a great help. I find much in it that is valuable.

Kossuth, Miss.

T. D. M.

OF SPECIAL INTEREST TO PUPILS.

THE U. S. NAVY.—The recent threat of the Italian government to send a man-of-war up the Mississippi river naturally brings up the question as to what we have with which to oppose such a move. Our navy does not make a very strong showing compared with some of the navies of Europe. Our vessels carry at present a total of some 400 guns. We have no coast fortifications now, but plans are on foot for fortifying the harbors of Boston and New York. Exclusive of the expense of vessel-building, our navy costs us from \$15,000,000 to \$17,000,000 annually.

THE SEASONS AT MELBOURNE.—We are so accustomed to think of Christmas as occurring during the cold season that we often do not fully appreciate that the conditions are very different elsewhere. An American wrote recently of attending an outdoor Christmas picnic near Melbourne, remarking that he would have enjoyed it more if it had not been for the sultry weather. The Fourth of July occurs there in midwinter. An Australian newspaper gives an account of the "spring meeting" of the racing club, which occurred in September; the fall meeting takes place in May, and by the end of that month or the beginning of June the winter is fairly begun.

LIFE IN ARGENTINE.—A traveler relates that the majority of the people in the pampa districts live worse than the brutes. Their houses are less agreeable to the eye than the Esquimaux's hut. The way they maltreat their animals is sickening to behold. The faces of men, women, and children almost always wear a ferocious expression. The landscape is always the same—bare pampa, with stretches of marshes and small lakes abounding in wild fowl. The land is enclosed with wire fences, making the management of the herds much simpler. The inhabitants consist of French, Italians, Basques, and native gauchos, the latter wearing broad belts constellated with silver bands, and wide Oriental trousers like petticoats, generally black, but sometimes striped with brilliant colors.

AUSTRALIA'S PLANTS AND ANIMALS.—In Australia the swans are black, and some of the coal white; the north wind is hot and the south wind cold; some trees shed their bark and retain their leaves, and while the leaves of our trees are horizontal and protect from rain and sun the traveler who seeks their shelter, the leaves of the Australian trees are generally vertical, and give little or no protection. Very often the mountain tops are warmer than the valleys, and the compass points to the south pole instead of the north. One might be justified in supposing that hair grows on the Australian sheep and wool on the cattle, but such is not the case, though it might have been if sheep and cattle had been native to the land. Sheep, cattle, horses, swine, and domestic fowls were unknown when Australia was discovered; they have been imported from other countries.

THE USE OF CHOPSTICKS.—Sir Edwin Arnold writes as follows of the Japanese mode of eating: "Chopsticks, far from being awkward, are the most convenient as well as the cleanest table utensils, once the secret of their use is learned. It cannot be taught in words. There is an indescribable knack of fixing one stick firmly, and hinging the other with the first and second finger, so as to play exactly upon the fixed stick, which renders the little implements perfect for everything except, of course, juice or gravy and soup. You can even cut with them by inserting the points close together, and then forcibly separating them; and as for handiness and precision of grasp, in a little wager at this very restaurant, even I myself picked up with the *hoshi* twenty-two single grains of rice in one minute from a lacquered tray."

SWITZERLAND'S RAILWAYS.—This country is becoming more and more each year a resort for pleasure seekers. With this growth of travel the number of railways, especially of inclined railways, has greatly increased. Time was when the trip up to the Rigi Kulm, from either Arth or Vitznau, was one of the wonders of the age. But now, in addition to those lines, we have the spider-web track to the summit of Pilatus, the ladder railway from Montreux up to Glion, the road from Zurich up to the Uetliberg, from the top of which one can see nearly half of Switzerland, and the giddy, yet perfectly safe, ascent to the peaks of St. Salvatore and Monte Generoso, overlooking the Lake of Lugano, nearly all of Tessin, and a good bit of Lombardy. Nor is this all; in a few years we shall have the new railway over the Simplon, forming another great highway for Italy, and, more wonderful still, the proposed inclined railway—it may more properly be called a sub-surface elevator—to the top of Jungfrau.

ALASKA'S MOSQUITOES.—One would not naturally look for mosquitoes in large numbers in a land like Alaska, yet they exist there in abundance. Along the Yakutat bay shore are numerous lakes, and here they are found in swarms. Huge brown bears, driven to fury and desperation by these tormenting little beasts, finally tear their flesh and die in agony.

CORRESPONDENCE.

So many Questions are received that the columns of the whole paper are not large enough to hold all the answers to them. We are therefore compelled to adhere to these rules:

1. All questions relating to school management or work will be answered on this page or by letter. 2. All questions that can be answered by reference to an ordinary text-book or dictionary must be ruled out, and all anonymous communications rejected. The names of persons sending letters will be withheld if requested.

PRIMARY DRAWING.

The strongest powers of the child to which the teacher of drawing can appeal are (1) perception, (2) memory, (3) imitation, and (4) imagination.

A little girl sees mother make cakes and pies from dough, remembers the process, imagines mud to be dough, and imitates her by making mud cakes and pies.

A little boy sees father harness the horse, remembers the lines and bits, imitates him by putting a rope in the mouth of a playmate, and imagines him a real horse.

To analyze the object may be a great help to the mature mind, but to the child it is of little importance as an aid in teaching it how to draw. For example, teach a little child all about a cube, that it has six faces, eight corners, twelve edges, etc., etc., and seemingly it is no nearer to knowing how to draw the cube than it was before. On the other hand, teach the child at once how to draw the cube by example, and do so with little explanation and much work, and in a short time, by means of its strong perceptive and imitative powers, it will not only be able to draw the cube, but can tell about its faces, corners, and edges also.

Teach children how to draw as they learn how to swim. Explain to a child the process of swimming, analyze each movement separately, tell him how to use his arms and legs, how to strike out, and then send him into the water. He will drown. He cannot swim a stroke. But if you will take the child in the water with you, and let him see you swim, even without a word of explanation, he will learn how. Children learn by doing.

Do not think for a moment that children will learn how to draw by your telling them how, any more than the boy will learn how to swim by the same process. Place the child in its seat with a tablet of paper and a lead-pencil at its service, and you step to the blackboard and draw an object of interest to the child, and it will draw, and it will learn, even without a word of explanation from you. Explaining, talking, giving rules, making the child hold his pencil just so, and to sit in his seat just this way, may hasten the process, but (?)

Do not think I am inclined to sneer at the little technicalities. It is not that, but the idea of giving so much prominence to them, and losing sight of the central idea.

In order that a child should learn how to draw it must draw. The question of holding the pencil, sitting in the seat, giving the proper arm movements, etc., etc., are of minor importance, and should be taught without intruding on the central idea at all.

The proper way to learn how to draw, is to draw. Let this be the central idea around which all the others revolve.

D. R. AUGSBURG.

Therea, N. Y.

[Mr. Augsburg writes this in answer to questions from readers of THE INSTITUTE and THE JOURNAL.—EDS.]

A NATIONAL FLOWER.

I have just been reading in THE JOURNAL, March 21, the item on the first page about voting for the rose. I agree with all you say about the rose, but it is the national flower of England, and with reason, should we not choose something belonging to the United States? Last summer I roamed about in Scotland for a couple of months, and one day at Ayr a cousin, who had been away from America for two years, insisted upon my going to a certain spot of the grounds around the Burns' monument, and what do you suppose he showed me with delight, standing there in a pouring rain? A bunch of golden-rod. Why not advocate its being grown in our public parks so that our city children can see it? I noticed it in many places afterwards over there. I have been reluctantly obliged to admit that the corn or "maize" blossom has strong claims as a national flower. I suppose it is true that corn sustained the early life of the country. Whatever we have, do let us have something national. Surely we ought to have national energy enough to plant golden-rod where all may see it. Our "out-of-doors" roses cannot compete with those of England and Scotland, as our insect life destroys, and our dry, hot weather dwarfs them. Oh, what roses they have over there!

E. B.

Jamaica, N. Y.

One of my pupils shows a curious propensity. Near his desk there is a rat-hole, and he has caught two of the rats recently, sitting patiently watching for them, and snatching them up like a cat when they appeared. I believe he coaxes them out in some way, perhaps with crumbs. I told him to take the rat he had caught out of the building. He told me afterwards that he took it to a store where a pet raccoon is kept, and that he gave it to the raccoon and watched him eat it. The boy's face has a cruel, depraved expression. He seems interested in natural history lessons, but I cannot discover any traces of kindly feeling toward animals. What ought I to do with him?

L. V. M.

Change his seat and allow no more rat-catching. Encourage the liking for natural history. Try to show him

that the lives and natural habits of animals are most interesting, that their curious ways can only be observed when they are treated kindly or left in perfect freedom, and that an ill-used animal becomes stupid or vicious.

Do you believe in drilling pupils in arithmetic in the so-called short method?

A. M.

That depends upon what short methods are used. Many are worthless. Any exercise that will give facility and correctness in addition, multiplication, discount, interest, etc., is worth practicing. It not only gives a definite knowledge, but it is of much benefit as a mental exercise.

Is it correct to teach that 3 ft x 2 ft. equals 6 sq. ft.

G. W. G.

No; six square feet equals one square foot taken six times, or two square feet taken three times.

Is it well to give arbitrary definitions in teaching arithmetic to young children, such as "we know the teens" because they have 1 in front of them." I have seen this method used.

M. N.

It is not well to do so. Children must comprehend or they are not taught. Telling a fact is not teaching it. After children understand the "teens" such a method for knowing them may be mentioned incidentally. It might interest if it did not instruct.

How can I train the memory? What book should I read to help me prepare for a discussion on the subject of memory training? What book will give me the best instruction on the subject?

ETTA RASH.

Read Quick's "How to Train the Memory" published by E. L. Kellogg & Co. Dr. Pick, Union square, New York City discusses the various systems of mnemonics in a small book. This would prepare you for a discussion. THE JOURNAL cannot recommend any particular system.

Which is better recess or no recess?

Exeter, Neb.

I. B. W.

It depends upon the length of school hours and the grade of pupils. In country and village schools, and in public schools generally, a short recess recreates pupils and renders them restful for a time.

1. Should we use hymn books in our school? 2. What is best for a teacher to do when one patron objects to music being taught when the teacher teaches it free of charge before and after school hours? 3. What music book would you recommend to be used in school? 4. If church doctrine causes division in school on account of religious prejudice, the teacher holding to none, what is the best thing to do? 5. Would you quit such a community when all but one were in your favor?

Pike, Texas.

W. S.

1. If patrons do not object to the religious nature of the books and the pupils can read music. 2. Excuse the children of the patron who objects, and keep on teaching to such as wish to profit by the instruction. 3. There are many. One that contains the elements of music would seem best adapted. 4. Do your duty as a teacher. Let wrangles alone. Very foolish people only waste time in quarreling about religious matters. 5. It might be policy to do so. You must judge.

1. When was the office of P. M. general created? 2. Who was the first secretary of agriculture? 3. What are the causes of the phases of the moon?

BELLE K.

1. In 1779, Samuel Osgood was the first post master-general, but it was not until 1829 that the incumbent was considered a member of the president's cabinet. 2. Norman J. Coleman under Cleveland. He served but a short time. 3. Her revolution around the earth.

What is the best method of teaching least common denominator to beginners?

W. H. CHRISTMAN.

Zion Hill, Pa.

Begin by asking pupils to name some number that 3 will go into an exact number of times. Suppose they reply 12, then ask how many times 3 will have to be taken to make 12. The answer will be 4. Then ask what two numbers multiplied together make 12. They will reply 3 and 4, and 6 and 2. Then you can explain that 12 is a multiple of these numbers, that is the result of multiplying these numbers together.

Can you suggest some cheap material that I can use for busy work? I want something to amuse and teach my little ones.

Nevada.

G. H. R.

There are many things that can be gathered at a trifling expense. Blocks of different sizes, may be procured from a planing mill, they may be used in a number of ways. Sliced pictures may be made from advertising cards or newspaper cuts. Have a box of beads to be strung, boxes of colored splints, will also be useful. Collect pictures and have a number of scrap books. A quantity of clay may be bought for a trifle. A large board, or a number of tin plates are all the materials needed. The simplest objects may be modeled first.

To all broken down by disease, overwork or worry Hood's Sarsaparilla is of great benefit.

THE EDUCATIONAL FIELD



DR. EDWARD BROOKS.

SUPT. OF SCHOOLS, Philadelphia.

Dr. Brooks was born in Stony Point, N. Y., where he lived for fifteen years, enjoying during part of this time the advantages of a good school. At seventeen, he entered the Liberty normal school, New York, where he graduated with honor. He was immediately offered a position as instructor in mathematics and literature in the university of Northern Pennsylvania, where he developed and introduced a new system of grammatical analysis. After teaching here a year he occupied a similar position in the Monticello, N. Y., academy which he resigned at the end of the season to take charge of the mathematical department at the new normal school at Millersville, Pa. This position he held for eleven years when he was made principal. After twenty-eight years of service for this school, his health forced him to resign in 1883, removing to Philadelphia. His mathematical text-books have received a wide recognition and his lectures on "Methods of Teaching," "Mental Science" and culture are acknowledged among the best. In 1886 he was chosen president of the Pennsylvania State Teachers' Association and for two years past he has had charge of the normal department of the Florida Chautauqua. He has also been identified with several other summer schools.

THE CONFERENCE OF NEW ENGLAND TEACHERS.

A conference on manual training is to be held on Thursday, April 9, by the New England Conference of Educational Workers. There will be discussed "Manual Training as an Inspiration of Mental Development," by Professor R. H. Richards, of the Massachusetts institute of technology; "The Educational Value of Manual Training in the Public Schools," by Felix Adler, New York; "The Kindergarten and the Public Schools," by Professor James, University of Pennsylvania; "The Kindergarten in Relation to Manual Training," by Miss Laura Fisher, teacher of kindergarten methods, Boston normal school.

On Friday, April 10, will be discussed "Art Education in the Public Schools," by James MacAlister, president of the Drexel institute, Philadelphia; "The Language of Form," by Professor Charles W. Larned, United States military academy; "Seven Years of Manual Training," by H. H. Belfield, director of the Chicago manual training school; "The Observed Results of Manual Training," by Professor W. S. Chaplin, Harvard university; "Means and Methods in Manual Training," by Professor C. R. Richards, Pratt institute, Brooklyn; "An Account of the Manual Training Work in Springfield," Mass.; "Manual Exercises—An Important Auxiliary in the Formation of Correct Intellectual Habits," by Daniel W. Jones, master of the Lowell school, Boston.

On Saturday, April 11, will be discussed "The Value of Education Relatively to the Consumption of Wealth," by Professor Simon N. Patten, university of Pennsylvania; "Origin of Mechanic Art Teaching; Its Introduc-

tion into this Country," by Professor J. D. Runkle, Massachusetts institute of technology. The president of the conference is General Francis A. Walker, and Edwin P. Seaver is chairman of the executive committee.

THE Tampa (Florida) Journal of March 12 contains the following notice of the senior editor of this paper whom Superintendent Buchholz introduced to the audience as the guest of the Association:—

"Prof. Amos M. Kellogg, is one of the foremost educational reformers of the day. In addressing the Florida teachers he spoke briefly on the fortuitous circumstances which permitted him to be present, and the great pleasure which the occasion afforded him. He said he finds the same heart in the teachers of the North in their elegant school-houses that he finds in the teachers of Florida among our pines and orange groves. The motto of teachers everywhere should be, We dedicate ourselves to the interest of childhood. Children have assumed a place of vast importance. The impression teachers make upon their pupils is lasting: the memory pupils will have of their teachers is something to think of. The value, glory, and power of education was beautifully illustrated by the opening of the universe through the public schools of New York to a maimed boy. This address was suggestive of thought and much too brief. The lateness of the hour was considered by the speaker. Prof. Kellogg has done as much for education in America during the past thirty years as any man in the country. His educational work has been of great magnitude and power. By his pen as editor of THE SCHOOL JOURNAL his influence and wisdom have reached the most isolated teachers of the rural and mountainous districts of the country and have aroused them to action and thought."

MISS SUSAN P. POLLOCK, of Washington, gave a course of ten lessons in kindergarten methods before the Baltimore teachers last February.

"ALMOST every American girl of good parentage, is at sixteen or seventeen years of age taller than her mother, with larger waist, better physical development, and more staying power." This is what Dr. John S. White, of the Berkeley school, New York, attributes to increasing practice in outdoor games and pedestrian excursions.

A LETTER from Deputy-state Superintendent of Public Instruction Squires, of Idaho, corrects THE JOURNAL'S statement that high school principals receive \$200 a month in his state. The superintendents in some cities enjoys such a salary, but high school teachers generally receive about \$100. THE JOURNAL wishes that salaries were \$200 instead of \$100. Why wouldn't this be a good advance?

THE manual training school of Washington university, St. Louis, is to have a new building. Dr. Woodward keeps things moving in the right direction.

CANDIDATES for state scholarships in Cornell university will be examined in American history this year in addition to grammar, algebra, and physiology.

ST. LOUIS, MO., has thirty-nine free kindergartens; Philadelphia, thirty-eight; San Francisco, twenty-eight, and Boston and Milwaukee, each twenty-two. Similar schools are maintained in fifty of the leading cities of the United States.

THE Central Illinois Teachers' Association had an interesting meeting March 20, 21, and 22.

UNDER Iowa's new school-book law, over 200 school boards have contracted for free text-books.

"BOARDING round" is not obsolete yet. One county east of the Alleghenias has forty teachers who must practice that custom. They receive as little as \$12 a month for—"boarding round" and teaching.

THERE are 5,000 negro teachers in Texas who give instruction to 125,000 colored pupils.

FLORIDA employs an average of 2,413 teachers to each county, of whom 630 are negroes. The school fund of the state is \$500,000. Besides the public schools there are 137 colleges and private schools.

MICHIGAN received a solid gold medal from the Australian exposition for her system of public schools.

A NUMBER of teachers of Clark county, South Dakota, have formed an organization to be known as the Clark County Teachers' Association, and to be auxiliary to the state organization. Meetings will be held each month under a constitution modeled after the state constitution. The characteristic features of the first meeting were discussions, papers on educational subjects, and practical teaching by those who have had the benefit of a normal

training. A goodly number of teachers of the county have the professional spirit, and we hope all will imbibe more or less by association. We need better and more uniform methods, and will attempt to avoid all pedagogic fossils in our work.

GOVERNOR PECK, of Wisconsin, in his message has recommended the repeal of the Bennett Compulsory School Law.

DELAWARE'S law-makers are considering the free text book question.

JOHNS HOPKINS UNIVERSITY has a thermometer valued at \$10,000.

FIFTY-SEVEN of the ninety-seven high school principals in Michigan are women.

THE National German Teachers' Union has a membership of 44,000. "In union there is strength."

THE two lower classes in Rutgers college are compelled to do gymnasium work.

ONE hundred and nine high schools and academies in New York maintain teachers' training classes, with an aggregate attendance of 1,827.

THE monthly report of the public schools of Ontario, Cal., shows 99 per cent. of attendance, in itself an excellent record. Both in scholarship and discipline the schools of Ontario take honorable rank among those of the state and country.

THE "University Extension" is an independent organization, designed to unite a number of colleges and universities in arranging short courses of lessons and lectures, to assist those who wish to add to their education in the line of collegiate study. The ideal is a good one, but it will require a great deal of wisdom to adapt it to the practical needs of the average man and woman.

MISS MAY HENLEY, teacher of Mahoning township, Pa., became violently insane while at work in the school-room, as a result of overwork and overstudy. Death resulted. Besides her duties as a school-teacher, she was studying music and elocution. She was but nineteen years old.

NEW YORK CITY.

A NUMBER of the teachers of the public schools of this city are dissatisfied with the action of the board of education regarding the teachers entitled to the "minimum salary." The minimum salary of \$750 is given to all teachers who have served for fourteen years consecutively and have had good records during all of that time. At the last meeting of the board it was decided that 326 teachers were entitled to the salary. More than fifty others, however, who were dropped from the list prepared by the committee on teachers, for various reasons have protested against the decision of the board. They have written letters to the superintendent, asking to be placed on the list again, and declaring that they are entitled to the salary. The request will be considered by the members of the board of education, to-morrow. It is probable that the majority of the applicants will be placed upon the list again.

THE editor of To-Day believes that legislators know too little about the school book business to try to frame satisfactory laws to regulate it.

MISS GRACE DODGE discussed manual training before the New York Society for Political Study, last Tuesday.

THE oldest school in America is located at No. 248 West 74th Street, New York City.

NEW YORK primary teachers meet the third Monday of each month at the College of the City of New York, Twenty-third street.

MANY New York City teachers are suffering with influenza.

NEW YORK is to erect a school-house at the corner of Hester and Chrystie streets, to cost \$265,000.

THE school connected with the mission of the Immaculate Virgin, corner of Lafayette place and Great Jones

street, New York, has a macadamized playground on the roof where six hundred boys indulge in roller skating and other exercises.

At a recent dinner of the Twilight Club, New York, Prof. Robert Foster, of the Brooklyn Polytechnic said: "I never punished a boy but once, and ever since then I have detested corporal punishment." How many teachers are there upon whom their first experience had a like effect?

SUPT. JASPER, of this city estimates that 5,000 children are suffering with the grip and influenza.

TREASURE-TROVE for April will be even more than usually interesting and practically helpful to teachers. "The Return of the Wanderers" is an allegory by Wolstan Dixey, making a perfect dialogue and entertainment for the school-room. "Cold Homes but Warm Hearts" tells—with illustrations—about Lapland people. "Footprints" gives brief biographies of Gen. Sherman, Admiral Porter, Bancroft, and Meissonier, with portraits of each. Some of the other leading attractions are "Secrets of Science," "Discoveries by the Doctors," "What the World is Doing," "Traits of Famous People," "The New York Clearing-House," and the ever popular "School of Authorship" and the Letter-Box.

FOREIGN NOTES.

ARGENTINE REPUBLIC.—The primary instruction in the capital and 9 territories is under the charge of a council of education, appointed by the general government; and in the 14 provinces under their respective governments. The elementary schools are supported in the capital and each province by the taxes established in their education acts. In 1889 the sums contributed by the general government and the 14 provinces to the support of the elementary education in the Republic amounted to \$9,449,115. In 1889 there were 3,042 elementary schools, with 6,013 teachers, and 259,695 pupils. Secondary or preparatory education is controlled by the general government, which maintains 16 lyceums (one in each province and the capital) with 464 professors and 2,599 pupils in 1889. There are 2 universities, comprising (1889) faculties of law, medicine, and engineering, with a total of 963 students; a school of mines (30 students), 3 colleges of agriculture, a naval, and a military school. There are 36 normal schools, with 12,024 students. There is a well-equipped national observatory at Cordoba, and another at La Plata, museums at Buenos Ayres and La Plata, and a meteorological bureau. The observatory of Cordoba has published a catalogue of stars of the southern hemisphere.

BRAZIL.—Public education is divided into three distinct forms or classes—namely, primary; secondary, or preparatory; and scientific, or superior. Superior education is controlled by the central government, which maintains two schools of medicine, two of law, a military and a naval school, a school of mines, and a polytechnic. Secondary instruction is under the charge of the provincial governments, except in the capital. In most of the chief towns of the States there is a secondary school and a normal school, besides many private secondary schools. There is a national college at Rio Janeiro, with 20 classes and 600 pupils. Primary instruction in the capital is under the charge of the government, and in the states under the municipal and state authorities. According to the constitution, education is, at all stages, under lay management, and primary education is gratuitous. Compulsory education now exists in several states. In 1889 there were, it was officially stated, 7,500 public and private primary schools, attended by 300,000 pupils in all. In 1881, of the total population 1,902,455 were of school age (6 to 15). The number of illiterates is returned at 8,365,997, or 84 per cent. of the population.

BERLIN has forty-eight primary teachers who have a university education. Primary teaching is the most important of all school work and should be in the hands of the very best teachers.

What is Life?

"A little blood coursing through the veins, a little air in the lungs: Such is the life of man." But when this life is threatened by disease, what can be more appropriate and natural than the use of a remedy, which is breathed into the lungs, taken up by the blood, and distributed over the whole body, imparting new strength and vigor? Such a remedy is the Compound Oxygen Treatment of Drs. STARKEY & PALEN. Here are a few testimonials:

Drs. STARKEY & PALEN:—"I cannot express the benefit I have received from using your Compound Oxygen Treatment in one of the most severe cases of bronchitis." P. J. MCGOWAN, Penn Yan, N. Y.

Drs. STARKEY & PALEN:—"In the spring of 1884 I had eleven severe bronchial hemorrhages. I used two Home Treatments of the Compound Oxygen, and they have greatly benefited me. I am stronger, can do more work, and sleep well." Mrs. G. F. PLATT, Milford, Conn., Nov. 28, 1888.

Our brochure of 300 pages contains many more. Write for it. Sent free. It is an interesting work, giving the history of Compound Oxygen, its mode of action, and its results. No other genuine. Address Drs. STARKEY & PALEN, 1259 Arch St., Philadelphia, Pa., or 120 Sutter St., San Francisco, Cal.

BOOK DEPARTMENT.

NEW BOOKS.

AN AMERICAN GIRL IN LONDON. By Sara Jeannette Duncan, author of "A Social Departure." With eighty illustrations by F. H. Townsend. New York: D. Appleton Co., 1891. 331 pp.

A bright, well educated girl goes to the British metropolis, uses her eyes and ears, and writes a book, telling her experiences in a lively, attractive way. She cannot be said to show cynicism in her views of society; no Briton could accuse her of that. Her observations are marked by strict fairness. Comparisons are made to be sure, but not for the purpose of showing how much superior American manners are to those of England. To their virtues she is very kind, and to their failings a little blind. The latter she describes with that quiet vein of humor which is one of the chief charms of the book. One thing that strikes her with considerable force is the reverence the average Englishman feels for established custom; to an American this seems singular. The author devotes most of her space to persons and comparatively little to places, and the colloquial style makes it very easy and delightful reading for a leisure hour. In the illustrating Mr. Townsend has done some excellent work, often with humorous touches that will be thoroughly appreciated.

A FREE TRADE PRIMER: The Effects of Protection upon the Farmer and Laborer: By Porter Sherman, M. A. New York and London: G. P. Putnam's Sons, 54 pp. 25 cents.

In the few pages of this little book the author seeks to present all the points in regard to the tariff discussion from a free trade standpoint. He maintains that if any one will take the trouble to master the first principles of protection and allow his intellect, unbiased by prejudice, passion, and self-interest, to draw its own conclusions, there will be forced upon him the conviction that protection is an impoverisher and not a wealth-producer. The chapters on wages in Europe and in this country, including the tables, are valuable for testing the correctness of his conclusions.

MONOGRAPHS ON EDUCATION. Science Teaching in the Schools. By William North Rice. Mathematical Teaching. By Truman Henry Safford. Boston: D. C. Heath & Co.

The publishers are doing a good work in putting these excellent monographs in the hands of the teachers. Their authors are all of them eminent in the departments they represent, and have expressed their thoughts and arranged their work in such a manner as to be entirely comprehended even by elementary instructors. The little book on "Mathematical Teaching," is admirable, and should be in the hands of every teacher. The more of such "Monographs," as these we have, the better will it be for the cause of education.

THE STORY OF KENTUCKY. By Emma M. Connelly. Illustrated by L. J. Bridgman. Boston: D. Lothrop Co. 334 pp. \$1.50.

Among the many bright ideas of our time that of the "Story of the States" series occupies a prominent place. There are some things that could not be told in a general history of the United States without breaking the continuity of the narrative, and introducing matter that would be out of place in such a work. By taking one state at a time the story plan may be followed and the social, intellectual, religious, and political life fully set forth. The early history of Kentucky was full of conflicts with the savages, and in recent years it has been no less thrilling, especially during the stirring period of

the Civil war. Miss Connelly has woven the romantic incidents and the more ordinary, though no less important, happenings into a fascinating narrative. The volume contains a full chronological epitome and the state constitution. Teachers might use the book in the school-room for supplementary reading.

MURVALE EASTMAN; CHRISTIAN SOCIALIST. By Albion W. Tourgee, New York: Fords, Howard & Hulbert. 545 pp. \$1.50.

To some, no doubt, the term "Christian Socialist," may have a very anarchistic sound, but we assure them that it is not so very frightful when fully understood. The Christian socialist, according to the author, is one who applies the principles of Christianity to the social problems of to-day; he seeks to make practical application of the rule, "Whatsoever ye would that others should do unto you, do ye even so unto them." There should not be any divorce between Christianity and business; what is professed on Sunday should be practiced during the week. We have heard this preached very often, yet how unsatisfactory the results! When Judge Tourgee presents the facts to our minds we see how far apart are Christian profession and business practices. Bellamy and others have told us what ought to be. Tourgee not only tells us what ought to be, but shows us how to get rid of presents evils. The interest of the story centers around the Rev. Murvale Eastman and the Church of the Golden Lilies and next to him come Jonas Underwood who has struggled all his life with poverty, but is at last raised to great wealth, and Wilton Kishu, an influential member of the church, who failed to carry his Christianity with him into business. The pastor's first sermon on Christian socialism was received by his wealthy, influential congregation with amazement, but he was a strong, courageous, prudent man and finally brought about such a change in the Church of the Golden Lilies as made it a more powerful instrument for good. Moreover the work extended outside of its limits, resulting in co-operation, profit-sharing, and the organization of a league. The most conservative admit that great changes in our social organization are about to take place. Judge Tourgee's book seems to point out a safe and rational mode of reform.

ANNOUNCEMENTS.

D. LOTHROP COMPANY have in press a charming book of "Stories of the Land of Evangeline," by Grace Dean McLeod.

D. C. HEATH & Co., Boston, have just published a Map of Palestine, prepared in outline especially for the use of Sunday-school teachers and classes.

HARPER & BROTHERS are about to bring out new editions of Mr. Howells' two latest novels, "Annie Kilburn" and "A Hazard of New Fortunes," in an attractive form, in the "Franklin Square Library."

FORDS, HOWARD & HULBERT announce a novel by George Cary Eggleston and Dolores Marbourg, entitled "Juggernaut: A Veiled Record." It is an intensely dramatic story of American political, financial, and social life.

THE CASSELL PUBLISHING COMPANY issue a work giving some pertinent non-technical advice to the men who pay the bills, by Robert Grimshaw, whose "Catechisms of the Steam Engine, Pump and Boiler," and other practical works have proved so popular among working engineers.

THE CHAUTAQUA-CENTURY PRESS meets the demand for liturgical services of various kinds for use in churches and assemblies, by a little volume called "The Chautauqua Liturgy," which contains eight different forms of service.

HOUGHTON, MIFFLIN & Co., will shortly bring out a new edition, at a reduced price, of Prof. Langley's remarkable book on "The New Astronomy," which both in the text and illustrations is peculiarly attractive.

WEBSTER & Co., shortly before the death of Gen. Sherman, received his memoirs from him, by written contract. They carry-

ing out the spirit of the contract, are about to bring out a cheap edition of his celebrated work; with a brief appendix by James G. Blaine. The work will be in one volume and will contain the full text of the original memoirs. It will be sold at \$2.00, all former editions having been sold at \$5.00.

G. P. PUTNAM'S SONS are about to publish the first volume of the much talked of "Talleyrand Memoirs." It will contain an introduction by Whitelaw Reid, a prefatory paper on Talleyrand by the Duc de Broglie, some pages of fac-simile manuscript, and four of the portraits.

COWPERTHWAIT & Co.'s "Business-Standard Copy-Books" are very large, economical for school purposes, and contain nearly twenty per cent. more writing space than other copy-books.

Among **ROBERTS BROTHERS'** announcements for the spring of 1891 are: "One of Our Conquerors," a new novel by George Meredith; "Positive Religion," Essays, Fragments, and Hints, by Joseph Henry Allen; "A Question of Love," a Story of Swiss Life, translated from the French of T. Combe, by Annie R. Ramsey; "Sermons," by the late Frederic Henry Hedge, D.D.

CATALOGUES AND PAMPHLETS RECEIVED.

Educational Leaflets of the College for the Training of Teachers, New York City: Nos. 72, 73—"The Jubilee of the Tonic-Sol-Fa," by J. Cuthbert Hadden; No. 74—"Education in France," reprinted from the *London School Guardian*; No. 75—"Dr. Munsterberg's Researches in Experimental Psychology."

College of Agriculture of Cornell University, Ithaca, N. Y.—Third Annual Report of the Agricultural Experiment Station.

MAGAZINES.

The Chautauquan for April maintains the high standard of excellence of that very popular magazine. For variety, brightness, and instructiveness, it is unsurpassed. Prominent among its writers is the distinguished historian, Edward A. Freeman who is contributing a series on "The Intellectual Development of the English People." Prof. Coleman contributes an interesting article on "British America." In the "Woman's Council Table" a symposium on "Woman's Suffrage" is noticeable. This is but a small part of the contents, to which many writers of high reputation in science, art, literature, and business contribute.

The University Magazine for March contains a variety of well selected matter of interest to college men. The frontispiece shows a group of the popular men at Princeton. Dr. McCosh contributes a valuable article on "The Moral and Religious Oversight of Students," and Prof. Hart an illustrated one on "Trinity College." An article that will attract considerable attention is that by Addison F. Andrews on "A University Course in Current Events." There is considerable college news and several poems.

Hon. E. J. Phelps, late United States minister to the court of St. James, has an article in the April *Harper's* on "The Behring Sea Controversy," in which he urges decisive action on the part of our government. General Lewal, ex-minister of war for France, writes an extremely picturesque and entertaining account of the development of "The French Army," which is made still more attractive by a series of illustrations drawn by Thulstrup. Theodore Child's "Argentine Provincial Sketches," will be found extremely interesting. Senator Vilas has a descriptive and historical article on the "State of Wisconsin." There is plenty of fiction including the serials of Charles Egbert Craddock and Thomas Hardy. George William Curtis, William Dean Howells, and Charles Dudley Warner, as usual contribute to the editorial departments.

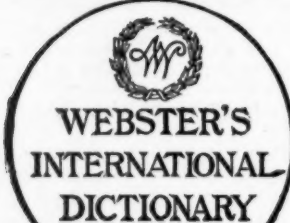
Under the head of "The Best Sign of the Times," in the April number of the *North American Review*, Senator Emilio Castelar considers the progress of democratic revolution and evolution in Europe. Henry W. Lucy, the editor of the *London Daily News*, gives a vivid and interesting picture of the men who comprise the Salisbury parliament. Sidney Dillon in an article on railways contends that they are not oppressive engines of capital. William Mathews traces the causes of suicides. The magazine keeps in touch with the great questions of the day, and hence its popularity.

New Yorkers will be interested in an illustrated article on "Edward Harrigan and the East Side," by Richard Harding Davis, which appeared in the number of *Harper's Weekly* published March 18.

The Domestic Monthly for April appears with an entirely new cover, the design of which was chosen from nearly one hundred by well-known artists. The number contains about 100 illustrations of every department of fashion and home art. There are several capital short stories, illustrated articles, etc., with all the usual varied miscellany. It is a complete fashion and household magazine.

Lovers of dogs will find in *Harper's Young People* for March 17 an interesting article, by Dr. H. Clay Glover, telling "How Trick Dogs are Trained," and giving minute directions as to their care and treatment.

Every edition of *The Century* since the Talleyrand Memoirs were begun has been nearly exhausted. The March number is entirely out of print.

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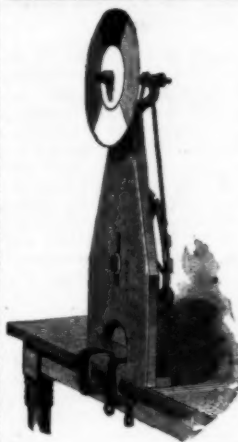
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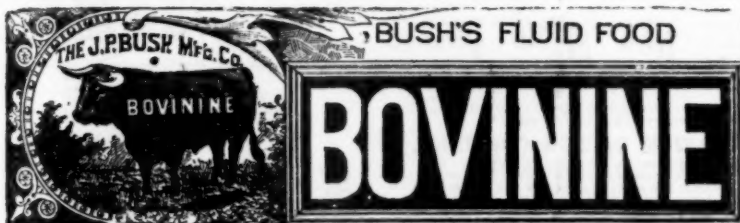
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NOTED PERSONS AND PLACES.

(In this column will be found facts concerning such noted people, cities, countries, mythological characters, etc., as are frequently mentioned in literature. These paragraphs, in which a great amount of useful information is condensed, will be of great value in the school-room.)

APOLLO, one of the principal gods of the Greeks, son of Jupiter and Latona, and the twin brother of Diana. He was called the god of light, and was therefore named also Phœbus and Phœbeus Apollo, Phœbus being at first a name for the sun. He was said to have been born in Delos, from which he was sometimes called Delius. He was also the god of music and the protector of the muses, and is said to have made the first harp. Being the father of Æsculapius, he was called the patron or protector of the art of medicine. He could foretell the future, and he had a very celebrated temple at Delphi where people used to go to consult him before beginning any important business. The Romans learned to worship Apollo from the Greeks, and built for him a temple at Rome. Apollo's statues were made in the form of a beautiful youth with long hair carrying a lyre or a bow and arrows in his hand. The most celebrated one now known is the Apollo Belvedere, so called because it is in the gallery of the Belvedere, in the Vatican, Rome. It was found (1503) in the ruins of ancient Antium.

ARGONAUTS, in Greek fable, the heroes who went with Jason, before the war of Troy, in the ship Argo to Colchis after the Golden Fleece. The word which is made up of two Greek words (*Argo* and *nautai*), means the "sailors of the Argo."

ARGUS, in Greek fable, a wonderful being with a hundred eyes, of which only two slept at a time. Juno set him to watch Io, who had been turned into a cow by Jupiter. Io complained to Jupiter, and he sent Mercury to free her. Mercury, disguised as a shepherd, lulled Argus to sleep with the music of his pipe, and cut off his head. Juno, grieved at his loss, turned Argus into a peacock and scattered his eyes over the tail of the bird.

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ARISTIDES (*ar-is-ti-deez*), a celebrated Athenian, called on account of his wisdom the "Just." Through the efforts of Themistocles, his rival, he was ostracized or banished by *ostrakon* (Greek for "shell"), so called, because each person who wanted any one banished wrote his name on a shell and voted with it. It is said that when the voting was going on, an ignorant person who did not know Aristides asked him to write his (Aristides') name on a shell for him. "Has Aristides done you any injury?" asked he. "No," said the man, "but I am tired of hearing him called the Just."

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ARISTOPHANES (*ar-is-tof-a-neez*), the most famous comic poet of Greece, born at Athens between 444 and 450 B. C. He began to write when very young and took several prizes for comedies under a false name, before he was old enough to try for them in his own name. It is not easy for us to enjoy his wit because it is all about the ways and habits of Athenian life at that time. He laughed at all new ideas and made fun of all the noted people of his time. In "The Clouds" he speaks with contempt of Socrates, whom he did not understand at all. We have only eleven of the fifty-four comedies which he wrote, among them "The Wasps," "The Birds," "The Frogs," "The Knights," and "The Clouds." He had a clever way of introducing animals into his choruses, and made frogs croak and pigs grunt in verse. He died about 380 B. C.

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